



NEWSBREAK

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What's New?

New Module on Principal Compensation and Performance Incentives Available on CECR Website

This month, the Center for Educator Compensation Reform (CECR) highlights *Principal Compensation and Performance Incentives*, a new module of the *Guide to Implementation: Resources for Applied Practices*. This module is available on the CECR website at <http://cecr.ed.gov/guides/principalCompensation.pdf>.

This new module addresses the design issues of performance-based awards for leaders and the specific measures of principal effectiveness and productivity that districts should consider.

The module highlights the following considerations for principal compensation:

- Additional compensation should reflect the multidimensional performance of school leaders.
- Compensation should align strategically to state, district, and school goals.
- Dollar amounts must consistently coincide with financial awards for teachers.
- A committee of stakeholders—including school and district-level administrators as well as teachers—should make decisions about the design and implementation of performance-based awards for principals.
- Principals and others who regularly interact with them should be able to understand the details of additional compensation.

The module also suggests the following measurements for additional principal compensation:

- Achievement of predetermined and specified outcomes.
- Compensation for an individual leader who increased his or her knowledge and skills through professional development.

- Compensation for an individual leader who took on additional roles and responsibilities.
- Evaluations of principal performance that indicate when the individual has demonstrated effective leadership.

Hot Off the Press

Oregon Districts to Pilot Teacher Pay Program—KTVZ. com, April 17, 2008

<http://www.ktvz.com/Global/story.asp?S=8184575>

In an effort to improve career ladder options for teachers, Oregon's Sherwood and Tillamook school districts introduced a compensation plan designed to award teachers who are willing to take on additional responsibilities.

Class Note: 'St. George's' Teacher Pay Program Gets National Attention—Gazette.Net, April 10, 2008

http://www.gazette.net/stories/041008/prinsch181842_32374.shtml

The Prince George's County superintendent and teachers union president visited Lou Dobbs' television show to discuss their Teacher Incentive Program and its implementation in the 2008–09 school year.

Teacher Merit Awards Slip-Slide Away—Las Vegas Sun, April 9, 2008

<http://www.lasvegassun.com/news/2008/apr/09/teacher-merit-awards-slip-slide-away/>

Despite a year of planning and pilot testing, Nevada's statewide implementation of a performance-based compensation program ended because of budget cuts from the Legislature.

Q-Comp Task Force Gets Winona Area Public School Reps—Winona Daily News, April 4, 2008

<http://www.winonadailynews.com/articles/2008/04/04/news/02waps.txt>

Minnesota's Winona Area School Board may implement the Q-Comp performance-based compensation initiative in the 2009–10 school year.

Measuring and Improving the Effectiveness of High School Teachers—Alliance for Excellent Education, March 2008

<http://www.all4ed.org/files/TeacherEffectiveness.pdf>

This report explores the measurement and improvement of high school teachers' effectiveness.

Grantee Spotlight: Lynwood Unified School District's Quest for Success Program

The Lynwood Unified School District (LUSD) Quest for Success program augments the district's plan to increase student achievement by offering incentives to teachers and principals for gains in student achievement. The program also includes financial incentives for leadership activities and for teachers who take on additional responsibilities.

LUSD serves Lynwood, California, a city of 70,000 residents, located 15 miles south of downtown Los Angeles in Los Angeles County. The district has 905 teachers and 18,000 students. Ninety percent of the students are Latino, 8 percent are black, and 2 percent are of other races and ethnicities. Approximately 44 percent of the students are English language learners. Almost 88 percent of the students are eligible for free or reduced-price meals.

What need is the project trying to address?

The district failed to meet adequate yearly progress (AYP) in 2005–06 in the following areas: proficiency of African-American students in language arts and mathematics, proficiency of English language learners in English language arts, proficiency in mathematics of students with disabilities, and participation of students with disabilities in the English language arts test.

The district hopes to address these needs and improve student achievement through the development and implementation of performance-based teacher and principal compensation systems. LUSD is focusing primarily on the recruitment and retention of secondary mathematics and science teachers as well as K–12 special education teachers. According to district data, these subject areas are the hardest to staff.

What are the goals of the project?

LUSD set the following primary goals for Quest for Success:

- To increase student achievement, measured by increasing the number of schools that achieve AYP by the end of the grant period, through a system of financial rewards to teachers and principals.
- To attract and retain effective teachers (particularly in secondary mathematics and science and K–12 special education), measured by a 5 percent increase in the number of fully credentialed teachers and principals in each year of the grant.
- To increase the effectiveness of teachers and principals, measured by 50 percent or more of teachers meeting or exceeding expectations and attending professional development, by offering an equitable system of financial incentives.
- To sustain an equitable system of financial incentives beyond the grant period, by increasing the LUSD personnel budget and allocating incentive payments to sustain the Quest for Success program.

A secondary goal of Quest for Success is to foster collegiality among staff by making awards to all teachers in the grade level at an elementary school and all teachers in the core-subject department at the secondary level when targets are met.

How much are the incentives?

Principals. Incentives for principals and assistant principals are based on schoolwide achievement. The incentives range from \$2,000 to \$4,000 for principals and \$1,600 to \$3,200 for assistant principals based on the achievement indicators.

Teachers. Incentives for teachers at the elementary and secondary levels are based on different criteria.

- Elementary-level teacher incentives are based on the grade-level performance of students as well as schoolwide measures.
- Secondary-level teacher incentives are based on the performance of students in core subject departments—English language arts, mathematics, science, and social studies—as well as a schoolwide measure.

Teachers can receive \$1,000 to \$1,500, depending on the performance of students. They can earn an additional \$1,100 to \$1,650 for special assignments such as literary coaches and resource specialist program teachers.

LUSD has created a matrix that details each grade level and subject-area indicators for elementary and secondary teachers. These indicators determine eligibility for the award and specific award amount. The indicators are tied to specific increases in student achievement test scores. The recruitment and retention incentives also are linked to other indicators, including obtaining certification in specific areas, National Board Certification, and No Child Left Behind competencies. Teachers can earn between \$1,200 and \$5,550 annually for meeting these objectives.

What are the recent highlights of the project?

LUSD is exploring strategies to include noncore teachers in its performance-based incentive. This process will give noncore teachers an opportunity to support core teachers (such as English language arts and mathematics teachers) in addressing identified areas of content weakness. This approach also aligns with the district's focus on building a whole school-whole child collaboration model.

The district has increased support for the incentive project by encouraging all stakeholders to participate in communicating the goals of this project. Parents participate at all levels of the communication plan implementation. This process has strengthened the relationships between the teacher association, parents, and central office and site administrators.

The project also is creating opportunities to recruit and retain teachers in the high-needs content areas. LUSD is collaborating with neighboring institutions of higher education (IHE) to

communicate the incentive project to prospective teachers in the IHE's teacher preparation programs. Furthermore, the district continues to explore opportunities for building a lasting relationship with the science and mathematics departments of these institutions by offering incentive pay to individuals in these fields who agree to teach in the district.

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The Center for Educator Compensation Reform (CECR) was awarded to Westat—in partnership with Learning Point Associates, Synergy Enterprises Inc., Vanderbilt University, and the University of Wisconsin—by the U.S. Department of Education in October 2006.

The primary purpose of CECR is to support the Teacher Incentive Fund (TIF) grantees with their implementation efforts through the provision of ongoing technical assistance and the development and dissemination of timely resources. CECR also is charged with raising national awareness of alternative and effective strategies for educator compensation through this newsletter, a Web-based clearinghouse, and other outreach activities. We look forward to an exciting partnership with the TIF grantees as we embark together on blazing a new path for education reform.

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